

# Chapter 8.0

## Human Development

### 8.1 Vision and Purpose

*Without a vision people perish* Health and Human Services is composed of the four major planning areas identified below. The following represent excerpts taken from the vision statements of the 1994 Central Area Action Plan as well as the four Planning Nodes: 23rd & Jackson/Union, Madison-Miller and 12th Avenue.

Community Building. The Central Area is made up of communities that serve as a national model on how economic, racial, and cultural diversity can flourish successfully. Our neighborhoods, while diverse, include the cultural hub of Seattle's African American community. Its large active population of seniors is testimony to this essential Central Area heritage, and the continued presence and security of this heritage is a priority of the neighborhood's identity and vision. There will be gathering places, formal and informal, that invite community involvement, cooperation, communication and sharing of resources and ideas.

- . Encourage community-building opportunities that demonstrate and value diversity.
- Encourage healthy and mutual community relationships and partnerships.
- Strengthen and support ethnic, cultural, family values and traditions.
- . Develop meaningful skill based volunteer programs.
- . Organize diverse educational and recreational activities that appeal to all ages.
- . Develop community and public partnerships that create broader access and use of public facilities and spaces.

**Education and Employment.** Lifelong learning will be available to all residents, centered around excellent schools where residents, the public and private sectors are partners in education. Jobs, recreational and service opportunities are available to young people, which encourages their commitment and long term neighborhood residence.

- . Create more community and school partnerships that support community building.
- . Develop a relevant and broad spectrum of job skill training programs.
- . Create business opportunities through community and school partnerships.
- . Develop and implement the community school concept.
- . Evaluate the relevancy, quality, and effectiveness of educational programs being offered as related to what is needed in the community.

**Health and Social Services.** *A community where support services such as day care and health services are plentiful, and where recreational facilities are well-designed, safe, and utilized by the entire community Neighborhoods will welcome and provide opportunities and amenities for youth, elderly persons, and special needs populations.*

- Develop and expand options and methods of education, and access to program information,
- Encourage *community partnerships* and collaboration in the application *funding* process.
- Develop and enforce collaborative and mutually supportive organizational structures *and policies* within and between health and human service agencies.
- Create partnerships and collaboration between health and social service organizations for *community* service delivery programs and resources,
- Increase services for older youth.

**Community Safety.** *Our communities are safe, stable, and supportive of its citizens. Neighborhoods feel safe, clean and attractive, with well-lit streets, pleasant public spaces and plentiful greenways and plantings.*

- Expand and improve *public safety* education for *the* general public.
- Broaden educational scope of *public safety* to include health, social, and environmental concerns.
- Improve *community and police* relationships

## 8.2 Existing Conditions

### COMMUNITY BUILDING

**Population and Diversity.** In 1980, the Central Area's largest population by race was **African American**, representing 50 percent of the **total** population. By 1990 the White population showed a 22 percent *increase*, while African **American** population declined by 10 percent and now constitutes below 47 percent of the community. The fastest growing segments of the population are Hispanics, which have increased by 31 **percent**, and **Asian/Pacific** population **grew** by 28 percent.

In 1990, families represented about 5 percent of the Central Area's total population and experienced a 4 percent decrease between 1980 and 1990. With respect to age **distribution**, 18 percent of the Central Area's population is 15 years old and under and 14 percent is 65 years and over. The trend is an aging population due to the increasing number of **boomers** and their children. The indicators are the relative number of persons between 25 and 40 declining, while at the same time, households are getting smaller.

## EDUCATION AND EMPLOYMENT

The Central Area's **struggles**, social and economic problems, have been **directly** linked to high unemployment and inadequate skills training among the 18 – 35 years of age population. The 1990 Census indicate that the population in the Central Area is less likely to have completed high school compared to the city **as** a whole. 21 percent of the population's 25 years and older have less than a high school education compared to 13.6 percent citywide. The age group 25 and older represents 68 percent of the total population of the Central **Area**, which is **part** of the age group **having the** highest percentage of school drop out **and** unemployment.

Education: Demographics **of Central Area Schools. In 1997** people of color comprise 59 percent of the District's total **population**. Of this **African** American students represent 23 percent. White students represent 41 percent of the District's total population, a stable trend since 1993.

Student Social/Economic **Indicators**. According to the *Healthy Children, Youth & Families in King County* report, in 1990, a single unmarried parent headed 50 percent of families with children in the **Central Area** Health Planning Area. Nearly 30 percent of children in the Central Area lived below poverty in 1989.

**Outcome**. In **1997 Garfield's** cumulative **G.P.A.** showed a 9 percent increased over 1993's 2.90 percent cumulative **G.P.A.** However, the **G.P.A.** for 96-97 and graduate assessments shows a consistent decline in test performance for **African** American students who also ranked last when compared to other ethnic groups within the same environment.

**Dropout/Graduate**. **Garfield** student dropouts have increased by **11** percent since 1995 compared to the District's 4 percent **decrease**. The Seattle Gifted Program makes **Garfield** one of the top three high schools of choice in the District. The 1996-97 Demographic Profile shows that **approximately half** of the District's high school population is enrolled at **Garfield** where White students make up 52 percent of the population and 78 percent of **all** the students **are** non-residents. African American students comprise 31 percent of **Garfield's population**, a decrease of **6 percent since 1993**.

**Employment Characteristics**. According to **the** 1990 Census, employment in 'the Central Area is primarily related to **government**, finance, insurance, and real estate. The same source reports households and **families** living **in** the Central Area had slightly lower incomes on the average than Citywide. According to the 1997 City Response to the Central Area Action **Plan**, the Seattle Jobs Initiative (**SJI**) will serve 810 residents during the first Phase of the project and this **number** is expected to double in the second Phase **in** 1998. To date a total of 88 Central Area residents have enrolled in the **SJI** and 28 percent have been placed in livable wage jobs. Income **levels vary across the Planning areas** with the largest difference occurring in **Madison-Miller**. According to more recent data in **the** 1997 **Central Area** Economic Development **Technical** Report, the average income in the **Madison-Miller** neighborhood is 180 percent greater than that of the 23rd & Union and 23rd & Jackson neighborhoods. The average income in the 12th Avenue neighborhood is just over \$.25,000 annually which is 260 percent less than the Madison-Miller **average** of more 'than \$65,000 **annually**.

## COMMUNITY SAFETY

One of the Central Area's greatest challenges focuses on overcoming negative perceptions that are the results of a history of high crime and gang activity. The 1994 'Too Many, Too Young Study', reported a 12 percent increase in homicide, rape, robbery, and aggravated assault in King County and 6 percent in **Seattle**. At the time of the 1994 study, homicide rates for youth ages 15 to 24 as **well** as rates of other serious violent **crimes**, was twice the King County average. African American youth were **particularly** vulnerable **and** their homicide rate tripled between 1989 and 1994. Violence was the **leading** cause of death among youth.

This **alarming** trend suggested that even more serious underlying social, educational, and economic issues and questions needed to be raised and addressed. Crime and violence required **being** viewed and approached from a much broader perspective as reported in the 1994 'Violence Prevention Recommendations to the Mayor and City **Council**' (VPWG). Mayor Norm Rice, the Seattle City Council, and the Violence Prevention Work Group applied a public health approach to developing concrete recommendations to strike at the root causes of **violence**.

**Crime on the Decrease.** Evidence of change as reported in the Seattle Police Department's 1996 Annual Report shows a 7.5 percent decrease in the **frequency** of violent crimes between 1995 and 1996 and a 39 percent decrease since 1993. The SPD as well as many city, health, and social service institutions, community organizations, groups and residents have contributed to this decrease.

## HEALTH AND SOCIAL SERVICES

Health and social service programs are a natural response to **unemployment**, high crime, inadequate access to education and resources, and the number and type of agencies, programs and services found in a community often reflect the health and condition of its people and neighborhoods.

**Inventory/Demographic** Profile of Central Area. The Central Area has over 275 providers servicing the community, which quadruples when **considering** the number of agencies that may exist in one organization or institution: the Department of Social **and** Health Services (**DSHS**). DSHS, the largest funder/provider in the state, reports that 44 percent of **the** population residing in zip code 98122 **are** DSHS recipients compared to 10 percent in 98112 and 20 percent of the citywide. In zip code 98122, with an African American population of 10,611, 57 percent of their residents are DSHS recipients compared to 29.4 percent of the 12,447 White population' in the same **area**. On the other end of the scale, approximately 60 percent of Native Americans in 98122 and 98144 are DSHS recipients.

The table on the following page **illustrates** the depth and range of the health and human service provides in Seattle's Central Area. A complete inventory breakdown by service categories and total number of agencies appears in the Health and Human Services Technical Report.

Table 3 Summary of Health and Human Services in the Central Area	
Agency Service Category	Total
• Basic Needs Care and Service	45
• Children/Youth	71 <sup>2</sup>
• Disabled	34
• Education	43
• Environmental Quality	6,
• Ethnic	3 3
• Health Care	81
• Income and Economic	27
• Individual and Family Life	87
• Law and Safety	45
• Men	3
• Mental Health Care	25
• Older Adults	30
• Organizational Support Services	69
• Sexual Minorities	19
• People with HIV/AIDS	1 9
• Veterans/Military	1
• Women	38
<b>TOTAL</b>	676
<sup>1</sup> The total for all Central Area zip codes 98112, 98122, and 98144	
<sup>2</sup> Number serving older Youth- ages 18-21:19 ages 13-17: 50+	

### 8.3 CAAP-Related Goals and Actions

The body of work in the following actions and recommendations section **also** consider the 1994 Central Area Action Plan (CAAP) and 1997 Annual Report & updating the works its progress. Several reference indicators and acronyms have been included in the following sections. These are shown below for use by the reader.

Table 4- Reference to Human Development Acronyms			
Acronym	Description	Acronym	Description
AAHM	African American Heritage Museum	Cso	Community Service Officers
CAN	Community Assets Network	DHHS	Department of Housing & Human Services
C3	Communities of Color	DON	Seattle Department of Neighborhoods
CAAP*IT	Central Area Action Plan*imp. Team	NPO	Seattle Neighborhood Planning Office
CAHCC	Central Area Health Care Center	OED	Seattle Office of Economic Development
CASC	Central Area Senior Center	SKCDPH	Seattle-King County Dept. of Public Health
Ccs	Carbolic Community Services	SNG	Seattle Neighborhood Group
CD	Central District	SPF	Seattle Police Department
CDC	Community Development Corporation	SVI	Seattle Vocational Institute
CPT	Community Police Team	SYIN	Seattle Youth Involvement Network
		TAF	Technology Access Foundation

## 8.4 Community Building

**ACTION 1** Build the community's capacity to provide leadership, expand projects, and take on new initiatives to further revitalize the Central Area.

**HD-8.4.1.1 A Partnerships for Accessing and Sharing Information. Health and Social Service Community Alliance** to work with DON funding programs and Department of Housing and Human Services (DHHS) / Interagency Staff Group to develop and implement strategies for accessing and sharing information and resources for funding, access sites, appropriate technology/equipment~ subject matter experts support.

**HD-8.4.1.1 B Business Coordination for Information/Marketing Strategy. Coordinate the efforts** of Central Area community and business associations to develop a information and marketing strategy that will promote community businesses, special interest sites, cultural and ethnic events through establishing community maps, bulletin boards, neighborhood newsletters, a community event directory, and increased local media coverage. Including continued support for projects such as:

- . DON projects
- . UW - Central Area Chamber/ CAAP\*IT;
- Alder Street Mitigation funds – Central Area Gateway Project (Lloyd's Rocket Fuel site cleanup).
- . Alder Street Mitigation Funds allocation for promotional materials to publicize accomplishments of community councils and projects such as 14th & Fir P-Patch, Fire House Park, Junior Achievement entrepreneurial projects, and others.
- . SPD mural projects.
- . Parks & Recreation T. T. Minor, Central Area History, Central Park Trail.

**HD-8.4.1.2 Community Elders Volunteerism & Service Corps.** Work with "Central Area organizations for elders to assess the interests and capacities of individuals serviced to promote and encourage partnerships within the community that empower elders to define and manage their activities, classes, and special programs.

**HD-8.4.1.3 Community Funding and Resource Foundation through public funding. Acquire private and public resources to establish a community funding and resource foundation** that will support existing community-based partnership programs such as:

- . CAAP\*IT CAN, a skills exchange program designed to bring community members together to share and exchange skills.

- **Connecting Communities of Color**, community-based organizations that bring people of color together through technology.
- The **Village Schools Project** and similar **programs** that create community schools through partnerships to offer after school activities for community participation and give special attention to youth programs.
- The **Madison Valley Electrical Village**, youth technology and entrepreneurial program.

**HD-8.4.1.4 Job Re-Entry and Linkage to Social Service Providers.** Continue work with OED / Seattle Jobs Initiative program and **DHHS** to identify job re-entry funding resources and facilitate linkages between social service agencies to support community programs and business that provide on the job skills training for volunteers receiving public assistance.

**ACTION 2** Create **community building** opportunities and projects that demonstrate and value diversity and result in better relationships between individuals.

**HD-8.4.2.1 Celebrate Cultural and Ethnic Diversity through Community Events.** Work with Department of Neighborhoods, and Parks and Recreation utilizing the Neighborhood Matching Funds and Alder St. Mitigation Funds to expand, and continue coordinating culturally and ethnically diverse block parties, bazaars, and heritage celebrations that appeal to a broader segment of the community. his includes continued support and implementation of such projects and programs as:

- DON P-Patch projects / Neighborhood Matching Funds- Reference page31 of the 1997 City Response to the Central Area Action Plan.
- Alder Street Mitigation Funds projects: Reference page 31 of the 1997 City Response to the Central **Area** Action Plan.
- Parks and Recreation projects / Seattle Open Space **Program**: Reference pages 32,33,41 of the 1997 City Response to the Central Area Action Plan.
- DON African American Heritage Museum and **Cultural** Center project.
- Central Area Black Festival.
- Seattle Arts Commission **funded** festivals: African **Harvest**, Chipupuwendere, Living **History** Program.
- **SPD-East** Precinct support in coordinating community ownership of the Central Area Community Festival.
- Seattle Public Library's community -based cultural exhibits program.
- DHHS / Interagency Staff **Group** Safe Futures history project.

**HD-8.4.2.2 Community Services and Facilities. Health and Social Services** Community Alliance to work with Seattle Parks and Recreation, Douglass Truth Library, Department of Neighborhoods, Department of Housing and Human Services and Central Area social service organizations to coordinate and maximize the use of existing neighborhood-based **support** for families, elders, and older youth to focus on developing and nurturing relationships. In part this **includes** Catholic Community Services' **African** American Family Center, YMCA Family Support Center / **youth** and **family** services, Central Area Senior Center, Central Area Youth Association, Seattle Youth Involvement Network, Solo Parenting and others. A complete listing of these organizations is located in the 'Central Area Health and Social Service Inventory document. Special **efforts** should be given to continue support for existing projects and programs:

- Parks and Recreation Teen Life, Langston Hughes Family Theater Series projects: Reference pages 49,57 of the 1997 City Response to the Central Area Action Plan.
- Seattle Public Library **programs**: Reference page 50 of the 1997 City Response to the Central Area Action Plan.
- DHHS Family& Education Levy programs and projects.

## 8.5 Education and Employment

**ACTION 1** Develop and implement the community school concept.

**HD-8.5.1.1** Partner with **School District to develop relevant curriculum and services.** Create and expand collaborations and **partnerships** between the Seattle School District and community to help develop relevant curriculum and services. This includes assessing how ethnic history and culture is presented and taught and reviewing possible **models** include the Columbia **City's Festival of Lights**, Powerful Schools, Village Schools Project, Sustainable Seattle stewardship programs, and adoption of specific community service learning and internship projects as selective course offerings. This may include **incorporating** materials and lesson learned from the following work in process:

- DON- **Upward** Bound, Saturday Program, REPSECT, M&D's Productions, Weed & Seed, Youth Voices programs.
- Parks and Recreation -Langston Hughes Family Theater Series and other programs.

**HD-8.5.1.2** Village **School Project. Adopt, support, and promote the Village School Project as a model** for developing partnerships between **schools and** community to shine . resources, experiences, skills, ethnic, cultural, and age relationships.



- HD-8.5.1.3 Communities of Color Model.** Continue to support Communities of Color as a model to work with other organizations in the community to **identify** technological needs, resources, and community access sites. Use organizing efforts for forming community-wide network for high tech programs and services. To ensure accountability and follow-through, the work plan should include an evaluative process that is clearly defined and measurable to be reviewed annually by **funders** and designated community organization(s) and/or representatives.
- ACTION 2 1994 CAAP Goal Modified.** Expand opportunities for meaningful employment for Central Area Youth and create business partnerships **between** school, organizations, institutions, and businesses.
- HD-8.5.2.1A Strengthen School to Work Program** Use OED/ Seattle Jobs Initiative, Weed & Seed, Alder *St.* Mitigation and other **funding** to evaluate and strengthen the school to work program.
- HD-8.5.2.1B Youth Mentoring- Garfield's KidsPlace and Key Project Programs.** **Increase** the number of opportunities for youth **mentoring** through Garfield's KidsPlace and Key Project programs, **career** "shadowing", and educational steps to career choices, i.e. high school recruitment, internships, scholarships for secondary education and post high school education.
- HD-8.5.2.2A Job Information for Older Youth.** Continue to develop and expand job information centers and performance spaces for older (17- 19) youth. This includes existing work in process:
- . DON/ Parks and Recreation performance **programs**.
  - . OED/ Seattle Jobs Initiative Programs.
  - . Black Dollar Day Task Force business and economic development programs.
- HD-8.5.2.2B Expand Community Employment/Job Training Partnerships.** Work with OED/**Community Network/Seattle Jobs** Initiative to assess and expand community partnerships, which develop and promote diverse and employable job training opportunities through *small* local and accessible programs. Encourage the development of inventing among youth.
- HD-8.5.2.3 Research Project to Determine Local Youth Employment Skills.** Work with support of OED/ **Seattle Jobs** Initiative program research job opportunities **in the** Central Area to determine the employable **skills** needed to fill those jobs and **develop** a six **months program** to teach those skills. To ensure accountability **and follow-through**, the work plan should include an **evaluation** assessment process that is clearly defined and measurable to be reviewed annually by **funders** and designated community organization(s) **and/or** representatives.

- ACTION 3** Encourage Seattle School District administration and operation to integrate community, social, and economic needs into policies, **programs**, and **curriculum**.
- HD-8.5.3.1 Participation in School Governance.** Develop opportunities for more effective community **participation** in school governance.
- HD-8.5.3.2 Curriculum and Social/Real Life Issues Connection.** Assess how effective **current** curriculum addresses social / **community issues** i.e. the cause of violence, **violence** prevention and with emphasis on domestic violence.
- HD-8.5.3.3 Community Services Learning Program.** Develop a **structure** and mechanism which **will** effectively institutionalize the" Community Service Learning program into school **curriculum**.
- HD-8.5.3.4 Youth Programs in Juvenile Justice System. Continue** to work with SPD Explorers, Parks & Recreation /DON anti-violence funded projects and DHHS / Safe Futures program to continue developing strategies specific to youth **involved** in the juvenile justice system.
- ACTION 4** 1994 CAAP Goal. Develop" educational **programs** to assist children and youth in each Central Area school, working closely with the Seattle School District and the City School Levy program to **promote** a **wider** range of non-traditional educational programs **and** programs that are no longer offered in the public schools, with special emphasis on programs for people with disabilities and in the **arts**.
- HD-8.5.4. Interagency Staff Group and the Social Service Community Alliance.** Expand the Interagency **Staff** Group to include other educational, health and social service providers to work with the Community Alliance of providers to better **coordinate** the implementation of programs and services. This should include continued and enhanced support of:
- . Work started by **DHHS**, Central Youth and Family Services, **Garfield** Family Services, Parks and Recreation to **identify** programs such as Safe Futures, tutorial services, parenting classes, Head Start and others.
  - Identifying and publishing ESL resource programs and services in the Central Area.
- HD-8.5.4.2 Holistic Curriculum.** Develop a holistic, curriculum driven, skills and interests core linkages of services maps. This should include continued and enhanced support for:
- . Douglass Truth children **literacy**, information resources, **and** computer lab.
  - . Parks& Recreation tutorial, peer **relations**, self-esteem, computer labs.

- Update the DHHS / MOST Initiative publications.
- SPD East Precinct Explorers.
- Community-based programs offered through **CAMP R. O.P.E.**, CAYA, Rotary Boys and Girls, East Madison YMCA, and others.
- **Networking** other Central Area technology sites and programs through local schools, SW, SU, **MidTown** Common, CADA, CAMP R. O. P.E., E. Madison YMCA, Communities of Color, and others.
- Improving transportation through the Family & Education Levy to provide access to youth programs.

#### **HD-8.5.4.3 Programs to Manage/Mediate Youth Violence and Gang Activity.**

Continue to work with Seattle School **District**, **DHHS**, SPD East Precinct, and Parks and Recreation to **expand** and maximize use of anger management, mediation, firearms, anti-violence / gang **programs** and services such as:

- Seattle School District curriculum based programs.
- Parks & Recreation **programs** – tutorial, peer relations, mediation management, and self-esteem programs offered through projects such as Teen Life Center, Urban Wilderness, Miller and **Garfield** Community Center, **Langston** Hughes programs.
- SPD East Precinct **Explorers** and **Drug** Education For Youth Program. School Team Officers and **Adopt-a-Cop** programs.

#### **HD-8.5.4.4 Ecology and Art Programs.** Continue to **support**, maximize, and better publicize ecological and art existing programs such as:

- **Parks** and Recreation Teen Life Center – Trek, Discovery Park program, Environmental Protection Agency - Urban Wilderness, performing and expression art programs, Lifeguard Aquatics,
- DHHS environmental **learning** field trips
- Seattle City Light **Skagit** Youth Camp, Hard **Hats** Heroes
- SPD East Precinct Summer Day Hikes and mm-al projects

#### **ACTION 5 1994 CAAP Goal.** Develop and promote empowerment of Central Area youth.

##### **HD-8.5.5.1A Enhance Youth Social and Business Skills.** Assess and replicate services provided through **organizations** and programs such as CAMP R. O.P.E., Safe Futures, Cents-al Youth and Family Services, and King County Department of Youth Services to address basic social and business **skills**; i.e. resume writing, personal grooming and interviewing skills, social skills, and money management.

- HD-8.5.5.1B Give meaning to work by Youth Advisory Council.** DON to evaluate and publish the results of work accomplished by the Youth Advisory Council to determine if the group should be refunded or reorganized. This should include an assessment that defines how **CAAP** Goal 1 Action 1.1 has **been** accomplished and recommendation for any additional activities. Youth Development – Empowerment Action 1.1 Strengthen the already established Youth Advisory Council to provide meaningful input to the City and community on issues affecting youth,
- HD-8.5.5.2A Educational Peer Groups. Increase educational** peer group support programs provided through **DHHS/Upward Bound**, Seattle Youth Involvement Network, DON/Saturday Program and Weed & Seed funding, East Madison YMCA, Central Youth and Family Services, **CAMP R. O.P.E.**
- HD-8.5.5.2B Community History Project. Within 1 year continue and** expand Parks&, Recreation, Douglass Truth, Safe Futures projects to support youth in discovering the strength of their history and the value of people of other generations.

## 8.6 Health and Social Services

- ACTION 1** Expand and develop additional options and methods of education to improve access to **program** information for Health & Social Services in the Central Area Community.
- HD-8.6.1.1 Collaboration to inform public of available services.** Improve collaboration between Health & Social Services agencies to jointly educate the public on available services and resources. A recipient report card should be considered to help determine the value of services provided and to ensure accountability and follow-through.
- HD-8.6.1.2 Douglass Truth Library. Expand and maximize Douglass Truth library services to enhance the education roles of various agencies.**
- HD-8.6.1.3 Health and Social Services Education Promotion Policy. Develop a** collaborative community health and social services education promotion policy for events via **roundtables**, radio, television, videos and community health fairs. This” should include creative and **culturally** relevant projects:
- . DHHS - Upward Bound, DON - Matching Funds/ Alder St. Mitigation funded projects - Saturday For Youth, Youth Voices, “NOVA Mediation Training, M & D’s productions, Seattle Teen Anti-Violence Council, **NU Black Arts West Theatre**. It should also include Parks& Recreation projects,

**HD-8.6.1.4 Resource Guide of Services.** Develop a usable comprehensive resource of Health & Social Service organizations in the **Central** Area community, one that is updated to maintained current information.

**ACTION 2** Encourage community partnerships and collaboration in **the** allocation of public dollars to existing organizations, and the planning of new programs and services to service the Central Area.

**HD-8.6.2.1 Central Area Health and Social Service Roundtable. Coordinate a Central Area Health & Social Services Community Alliance to: .**

- Coordinate a **roundtable** to study the **feasibility** of community participation in developing **funding** policies and guidelines for agencies in the Central **Area**. Specird consideration should be given to developing and/or identifying a community-based infrastructure (fiscal agents), methods of allocation and use of private and public funding such as the Families & Education Levy and city matching funds.
- To coordinate the incorporation of **Health and** Human Development into **the Central** Area Action Plan and to manage the implementation of the adopted health and human service plan element.
- Expand and enforce siting guidelines and protocol.
- **Identify** service duplication and develop collaborative processes to decrease duplication.
- Identify service gaps and asset-based community solutions.
- Develop an information and referral/ resource network.
- To **serve** as a community agent for developing and/or participating in program and project assessments to ensure accountability and **follow-through**. This should include an evaluation assessment process that is clearly **defined** and measurable to be reviewed **annually** by finders and designated other **community** organization(s) **and/or** representatives.

**HD-8.6.2.2 Funding support for Department of Health and Human Services. Increased DHHS dollars will** be identified and accessed by community organizations meeting the health and social service needs of senior citizens and male youth ages 14-21. To ensure accountability and follow-through, the work plan should include an evaluation assessment process that is clearly defined and measurable to be reviewed annually by **finders** and designated community organization(s) **and/or** representatives.

**ACTION 3** Create **partnerships** and collaboration between Health& Social Service Agencies for **programs** and education specifically for seniors and youth.

**HD-8.6.3.1 Improved Programs for Seniors and Male Youths.** . Develop a community-accessible *central* repository of **programs** and resources for senior citizens and male youth ages 14-21.

**HD-8.6.3.2 Community Stewardship of Funding Allocation. Coordinate a stewardship.** Coordinate a stewardship process (**forums**, community **interviews**, etc.) whereby the community is an active **participant** in the planning and allocation of resources for programs and services meeting the health and social **service** needs of senior citizens and male youth ages 14-21.

**ACTION 4** Develop and enforce collaboration and mutually supportive organizational structure and policies within and between health & human service agencies. This should also include addressing environments issues within the Central Area.

**HD-8.6.4.1 Interagency Staff Group.** Work with Interagency Staff Group and community alliance participation, improve collaborative work efforts within various government agencies in the **Central** Area.

**HD-8.6.4.2 Expand Interagency Staff Group participation.** Expand the Interagency Staff Group scope and organizational participation to develop a sustainable **infrastructure** that addresses:

- Program and funding policies and guidelines for agencies in the Central Area.
- Expand and enforce siting guidelines and protocol.
- . Identify **service** duplication and develop collaborative processes to decrease duplication.
- . Identify service gaps and asset-based community solutions.
- Better match employees of health facilities with the ethnic make-up of the communities they serve.

**HD-8.6.4.3 Health and Human Services Community Alliance.** Work with the HHS Community Alliance to develop a resource sharing process involving programs **in** the area that includes a profile of what each agency offers and identifies **opportunities** for sharing resources.

**HD-8.6.4.4 Environmental Health and Social Issues. Increase community education and** projects for environmental health and social issues.

## 8.7 Community Safety

**ACTION 1** Improve existing public safety education and training programs and broaden the scope to include” health, social, environmental concerns.

**HD-8.7.1.1 Community Safety Outreach and Education.** Expand and increase SPD support for community outreach and education. This includes continued support of Community Roundtables, placing more **emphasis** on *minority* participation in the Community Policing Action Council, East Precinct Crime Coalition, Seattle Team For Youth, and partnership participation in **community** festivals and events.

**HD-8.7.1.2 Crime Prevention Through Environmental Design. Incorporate Crime Prevention Through Environmental Design (CPTED) principles** in all new construction. This should include lighting for streets, public buildings, and land use spaces.

**HD-8.7.1.3 Cultural and Ethnic Awareness in Public Safety. Evaluate and modify** community and public safety programs and policies:

. Include cultural and ethnic orientation and relevance.

. **Incorporate** public/ community safety policies and practices in **all** Health and Human Development programs and services.

**HD-8.7.1.4 Emergency Preparedness.** Deliver information and training programs for emergency preparedness to block watch groups, religious organizations, schools, and community based health care facilities. Develop neighborhood emergency preparedness and post-vention response teams.

**ACTION 2** Improve community and police relationships through public safety projects and partnerships.

**HD-8.7.2.1 Public Safety Community Projects and Activities.** Expand participation in the Explorers Program, Adopt-a-Cop include a **campaign** to educate and increase opportunities for participating in community police projects and partnerships such as the Central Area Community Festival, and Summer Day Hikes.

**HD-8.7.2.2 Diversity In Police Force.** Increase participation and diversity on the East Precinct Crime Coalition by actively recruiting individuals from Asian, African/**African** American, and/or Hispanic communities.

- I- ID-8.7.2.3 **Incentives for police officers serving in own communities.** Develop and promote policy 'changes and incentive **programs**, which encourage **officers** and public safety **officials** to serve within their own communities.
- HD-8.7.2.4 **Block Watch and Other Public Safety Programs.** Develop policy for maintaining block watch groups, and incentives for developing others.
- H D-8.7.2.5 **Central Area Crime Statistics Profile:** Compile **and publish** a Central Area crime statistics profile. analyze the information for **trends** to determine the **reality** of crime in tire Central Area.